

From Pop to Poetry

An Honors Thesis (HONRS 499)

by

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Abstract

Students are usually quite intimidated by poetry. Yet they are very comfortable with popular music. My project is a unit which incorporates both music and classical poetry. By showing that music is only poetry set to a melody, I have created a unit that conveys the value of poetry while introducing students to classical poetry in a non-threatening manner. Through careful examination of the elements of poetry and listening to both recordings of poetry set to music and reading poetry, students will learn that poetry is not as frightening as it may initially seem. They will also learn to write their own poetry. In addition, I have also included my own works of poetry which have been set to music as part of the unit for examples of poetry written by someone my students will know personally.

Acknowledgements

- I want to thank Dr. Laurie Lindberg for advising me through this project. As my professor since freshman year, she has supported and inspired me to pursue my interests in English. Her guidance has been incredibly helpful.
- I would also like to thank Mrs. Karen Storie, my sixth grade supervising teacher for allowing me to try elements of my project on her class during my student teaching.
- In addition, I need to thank Dr. Joyce Huff for providing me with a bit of inspiration to start this project. At the time of the class, I never knew how it would impact my life.
- Finally, I must thank my fiancé, Bryan McDaniel. Without his assistance, my computer would be in pieces in the parking lot after “jumping” from my window. I appreciate your help and support.

From Pop to Poetry

When I began studying at Ball State University, I majored in Music Education. I had studied piano and music for the past fifteen years. It seemed the logical path. I loved to play the piano, as well as give piano lessons. I enjoyed music and the stories that it told. I began writing my own songs in high school. I even wrote my graduating class's graduation song. Studying music in college seemed logical.

I really did enjoy Music Education. I was able to learn a great deal about styles I had not previously played and how to teach children to sing like nightingales. I even initially began my thesis project, a compilation CD of my original music. However, midway through my Junior year, I discovered that I did not want to teach music for the rest of my life. I knew that I had to change my major. Yet, I did not know what I wanted to study.

I began to analyze the things that I enjoyed about music and other areas of my life. I began to realize how much I loved reading and writing. Surprisingly, it was all connected to my music, as well. I loved music for the way it made me feel and the stories that it told. I loved to write music because I could further express the emotion of my words through the melody of a song. My music was lyrically led. That was when I switched to English Education. I have never been happier to make a change in my life.

As I began my new area of study, I again thought of my thesis project. To me, it seemed sensible to continue my original project. After all, the tracks that I had recorded were based on lyrics that I had written. However, as time passed, I developed new ideas. I wanted a way to connect my musical life to my future life as an English teacher. After a

great deal of thinking and planning, I decided to try something that even made me a little bit nervous. I would create a unit plan on poetry.

Through my years of study and my student teaching experience, I have discovered that students—and many adults—are deathly afraid of poetry. Students view it as a foreign language that is unapproachable. I know that I need to teach poetry in my classes for the rest of my teaching career. However, I would enjoy it much more if my students were not terrified of the topic.

So I chose for my Senior Project to be a unit plan which incorporates both areas of my life (music and English). Students are often intimidated by poetry. However, they enjoy music. By demonstrating that music is only poetry set to a melody, I have created a unit that presents the value of poetry while introducing students to classical poetry in a non-threatening manor.

The unit begins by asking students to describe their favorite lyric. Then, this unit asks that the teacher play poetry that has been set to music (Tennyson, Marlowe, etc.). Students can read poetry by the same poets. Students will gain knowledge of poetry while learning that they are already quite familiar with it. Finally, students will be able to create and share their own poetry. To reduce the students' fear of creating poetry, I have also included my CD for the students to hear what I have written.

I feel confident that the unit that I have prepared is practical and will help students feel less intimidated by poetry. In fact, I know it works. Through my student teaching experience, I was able to teach some of my plan, in a simplified version, to my class of sixth graders at West Jay Middle School. By working with the sixth graders, I was able

to assess many of the misconceptions that most students hold about poetry. These same misconceptions are the very things that cause them to have fear.

Before being able to complete much actual planning, I had to decide what grade I felt would be best served by my poetry unit. Although I enjoyed trying a simplified version with my sixth grade students, I wanted to aim for a grade that could easily converse about the topics raised in the poems. Twelve year olds are not ready to discuss some of life's biggest moral issues or passionate love. However, twelfth graders are expected to face the realities of the world and make moral decisions every day. As a result, I decided to write the unit for twelfth graders.

When planning my unit, I tried to keep my students' misconceptions in mind. For example, my sixth grade students debated whether a poem could tell a story. Some were insistent that it could but had no examples to back their claims. Others insisted that a poem was just about emotion and disconnected thoughts. Realizing that students are often comfortable with stories, I decided to start the unit with poems that resolved their debate. I selected the pop song "Johnny B. Goode" to read because it tells a story. Also, the song is old enough that most of the students I will teach will not be familiar enough with it to recognize it while reading. Then, after establishing, through several examples, that a story can exist in a poem, the unit asks for students to examine "The Lady of Shalott" by Tennyson.

Each of the poems that I selected has a specific purpose. Early in the unit, I planned to read "One Fish, Two Fish, Red Fish, Blue Fish" by Dr. Seuss for two reasons: to establish the importance of rhythm without having to concentrate on comprehension, and simply to lighten the mood about poetry. I wanted to include examples of poetry

used in popular culture in a way that students could easily relate to, which led me to video. *Vanity Fair* is a very recent movie, based on an excellent book that could also be read by Seniors, which contains poetry examples from both Byron and Tennyson.

Also, when selecting poems, I included only poems for which I could find appropriate sound recordings. Admittedly, this limited my choices tremendously. Most poems are not set to music. The ones that are recorded often have an operatic style that students reject at the first pitch. I tried to select choices that students would willingly listen to, even if they may not love the style of the song.

There were several reasons that I wanted to have sound recordings of the poems. Obviously, poetry set to song bridges the gap between popular music and poetry. The music also helps make students more comfortable. In addition, from an educational standpoint, having both aural and visual instruction heightens the chances that information will be retained. Also, students usually have a difficult time grasping rhythm and language in poetry. Listening to a recording can make this process easier, especially for students who do not read well or who have learning disabilities.

Students are often intimidated by poetry. I intend to put their fears to rest. This unit demonstrates that popular music is only poetry set to a melody. Students will learn the value of poetry by realizing that they are already familiar with it in everyday life. I am very satisfied with the unit plan that I have designed. Not only do I know that I have put a lot of time and effort into this project, but I know that it will work in the classroom.

From Pop to Poetry

A Unit Plan for Senior English/ Language Arts

by

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Unit Description

I have been studying Secondary English Education. Through my student teaching experience, I have discovered that students are deathly afraid of poetry. Students view it as a foreign language that is unapproachable. I know that I need to teach poetry in my classes for the rest of my teaching career. However, I would enjoy it much more if my students were not terrified of the topic.

This is a unit plan which incorporates both areas of my life (music and English). Students are often intimidated by poetry. However, they enjoy music. By showing that music is only poetry set to a melody, I have created a unit that presents the value of poetry while introducing students to classical poetry in a non-threatening manor. The unit begins by asking students to describe their favorite lyric. Then, this unit asks that the teacher play poetry that has been set to music (Tennyson, Marlowe, etc.). Students can read poetry by the same poets. Students will gain knowledge of poetry while learning that they are already quite familiar with it. Finally, students will be able to create their own poetry.

Indiana Standards

- 12.3.1 Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- 12.3.2 Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 12.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.
- 12.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 12.3.5 Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions.
- 12.3.9 Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.
- 12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 12.7.3 Distinguish between and use various forms of logical arguments.

- 12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 12.7.16 Deliver reflective presentations that explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
- 12.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning

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Unit

Calendar

From Pop to Poetry

Week One	<p style="text-align: center;">Day 1</p> <ul style="list-style-type: none"> ❖ Brainstorm: What makes a poem? ❖ Discuss in groups/ then whole class ❖ Journal: What do you think is essential? Is there anything on are list that shouldn't be? 	<p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> ❖ In class writing: What is your favorite song lyric? Why? ❖ Whole class shares favorite lyric. 	<p style="text-align: center;">Day 3</p> <ul style="list-style-type: none"> ❖ Vocabulary & application ❖ Song Analysis ❖ HW: Students should bring favorite songs/ lyrics tomorrow. 	<p style="text-align: center;">Day 4</p> <ul style="list-style-type: none"> ❖ Song Analysis in groups ❖ Each group explains one example from their group and what it means 	<p style="text-align: center;">Day 5</p> <ul style="list-style-type: none"> ❖ Vocabulary test ❖ Rhythm: Dr. Seuss "One Fish, Two Fish, Red Fish, Blue Fish" ❖ Journal: Is popular music poetry? Why or why not?
Week Two	<p style="text-align: center;">Day 6</p> <ul style="list-style-type: none"> ❖ Show movie clip from Richard III ❖ Show poem ❖ Discuss elements of poetry in the "song" ❖ Point out what the piece is at end. ❖ Discuss journal entries in groups. 	<p style="text-align: center;">Day 7</p> <ul style="list-style-type: none"> ❖ Play Loreena McKennitt's "Cymbeline" from Shakespeare ❖ Shape poems worksheet ❖ Create shape poem rough draft 	<p style="text-align: center;">Day 8</p> <ul style="list-style-type: none"> ❖ Play Children's version of "Greensleeves" ❖ Create final copy of shape poem ❖ Share with a partner 	<p style="text-align: center;">Day 9</p> <ul style="list-style-type: none"> ❖ Play Loreena McKennitt's version of "Greensleeves" ❖ Discuss history King Henry VIII (writer of "Greensleeves") 	<p style="text-align: center;">Day 10</p> <ul style="list-style-type: none"> ❖ Poetry Slam Day! ❖ Pass out portions of "Goblin Market" to groups

Week 3	<p>Day 11</p> <ul style="list-style-type: none"> ❖ Group poetry analysis ❖ Group presentation/ explanations of poem portions 	<p>Day 12</p> <ul style="list-style-type: none"> ❖ Background of “The Lady of Shalott” ❖ Begin reading poem 	<p>Day 13</p> <ul style="list-style-type: none"> ❖ Finish reading “The Lady of Shalott” ❖ Listen to Loreena McKennitt’s “The Lady of Shalott” ❖ Discuss woman’s place in society ❖ Divide class into four debate groups 	<p>Day 14</p> <ul style="list-style-type: none"> ❖ Library Day! ❖ Students should prepare their debates 	<p>Day 15</p> <ul style="list-style-type: none"> ❖ DEBATE!!!
Week 4	<p>Day 16</p> <ul style="list-style-type: none"> ❖ Play clip of <i>Vanity Fair</i> (Lord Byron- “She Walks in Beauty”) ❖ Discuss poem by Byron ❖ Library day- find a poem that can be memorized for class. 	<p>Day 17</p> <ul style="list-style-type: none"> ❖ Practice reading poem with partner ❖ Emotional worksheet ❖ HW: Finish memorizing poem for presentation tomorrow. 	<p>Day 18</p> <ul style="list-style-type: none"> ❖ Present memorized poem ❖ Begin writing rough draft 	<p>Day 19</p> <ul style="list-style-type: none"> ❖ Revise rough draft ❖ Create final copy ❖ Share poem with a small group 	<p>Day 20</p> <ul style="list-style-type: none"> ❖ Poetry slam! ❖ Share personal poetry (that happens to be set to music)

Daily Lesson Plans

Lesson: What is poetry?
Grade Level: 12
Teacher: Liza Cunnington
Day 1

Focus: Brainstorming

Objective: Students will be able to assess their own knowledge of poetry.

Standards: 12.3.1- Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Materials:

1. Chalkboard/ Dry Erase Board
2. Journals (provided by students)

Strategies:

1. Class Discussion
2. Group Discussion
3. Individual writing

Procedure:

1. Small Group Discussion: What is essential to a poem?
2. Class discussion: Brainstorming
3. Individual reflection: Journal

Evaluation: Were journals on topic and appropriately detailed?
Did all students participate in conversation?

Lesson: Favorite Song Lyric
Grade Level: 12
Teacher: Liza Cunningham
Day 2

Focus: Personal reflection

Objective: Students will be able to assess their personal reactions to lyrics of their own choice.

Standards: 12.3.4- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Materials:

1. Chalkboard/ Dry Erase Board
2. Journals (provided by students)

Strategies:

1. Individual writing
2. Class Discussion

Procedure:

1. Individual reflection: What is your favorite song lyric and why? What does it mean to you?
2. Class discussion: Share favorite lyric/reasons with the entire class.

Evaluation: Did all students participate in conversation?
Did students appropriately explain the meanings of their songs?

Lesson: Vocabulary
Grade Level: 12
Teacher: Liza Cunningham
Day 3

Focus: Learning and applying poetry vocabulary

Objective: Students will learn and apply poetry vocabulary through analysis of a song.

Standards: 12.3.1- Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

12.5.6- Use varied and extended vocabulary, appropriate for specific forms and topics.

Materials:

1. Overhead projector- transparencies
2. (or) Elmo
3. Chalkboard/ Dry Erase Board
4. Paper/ Writing Utensils (provided by students)
5. Notecards
6. Music Playing Device (CD player/MP3/ computer with CD-Rom Drive)
7. "Johnny B. Goode" by Chuck Berry

Strategies:

1. Oral instruction
2. Study Device
3. Individual writing

Procedure:

1. Vocabulary: Orally provide words and definitions that are also written on the board. Students should take notes.
2. Students should make flashcards of the vocabulary words.
3. Read transparency of "Johnny B. Goode" without telling students the actual title or that it is a song.
4. Analyze the transparency. (Is it a poem even though it tells a story?) Apply the vocabulary to the poem.
5. Play music of Johnny B. Goode for class while they read along on the transparency.
6. Students should bring in their favorite songs/lyrics tomorrow.

Evaluation: Did students understand the vocabulary and create flashcards?
Did all students participate in conversation?
Did students correctly apply the vocabulary during the conversation?

Lesson: Song Analysis
Grade Level: 12
Teacher: Liza Cunningham
Date 4

Focus: Application

Objective: Students will be able to apply vocabulary and information discussed in class to popular song lyrics.

Standards: 12.3.4- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Materials:

1. Chalkboard/ Dry Erase Board
2. Songs/Lyrics provided by students
3. Music Playing Device (CD player/MP3/ computer with CD-Rom Drive)

Strategies:

1. Group Discussion
2. Group Presentation

Procedure:

1. Small Group Discussion: Apply the elements of a poem to the lyrics for the songs provided by students.
2. Students should pick one song from the group that they can present and explain to the rest of the class.
3. Group presentations.

Evaluation: Were students on task within the groups?

Did all students participate in conversations?

Did students use appropriate tone during presentation?

Did observing students listen respectfully during presentations while not speaking?

Were concepts of poetry applied correctly?

Lesson: Vocabulary review
Grade Level: 12
Teacher: Liza Cunningham
Day 5

Focus: Application of learned vocabulary

Objective: Students will be able to successfully identify the meanings of poetry terms.

Standards: 12.3.1- Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

12.3.4- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Materials:

1. Vocabulary Test
2. Chalkboard/ Dry Erase Board
3. Dr. Seuss book "Red Fish, Blue Fish"
4. Journals (provided by students)

Strategies:

1. Individual evaluation
2. Oral reading
3. Class Discussion
4. Individual writing

Procedure:

1. Explain journal topic. When students finish their tests, they may quietly work on their journal.
2. Vocabulary test
3. Read "Red Fish, Blue Fish" as a class. Discuss rhythm as a class.
4. Homework: Journal- Is popular music poetry? Why or why not?

Evaluation: Were journals on topic and appropriately detailed?
Check out those tests.

Lesson: What is poetry?
Grade Level: 12
Teacher: Liza Cunningham
Day 6

Focus: Marlowe

Objective: Students will be able to apply their knowledge of poetry.

Standards: 12.3.1- Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Materials:

1. Video Equipment
2. *Richard III* (2003)
3. Television
4. Overhead Projector/ Transparencies
5. (or) Elmo
6. Chalkboard/ Dry Erase Board

Strategies:

1. Class Discussion
2. Group Discussion
3. Individual writing

Procedure:

1. Show movie clip from *Richard III* while words are on the overhead projector?
2. Discuss elements of the poem.
3. Reveal title of poem.
4. Discuss journal entries from day 5.

Evaluation: Were journals on topic and appropriately detailed?
Did all students participate in conversation?

Lesson: Shakespeare
Grade Level: 12
Teacher: Liza Cunnington
Day 7

Focus: Practical application

Objective: Students will be able to apply their knowledge of poetry to classical poetry.

Standards: 12.3.4- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
12.3.5- Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions.
12.4.6- Use language in creative and vivid ways to establish a specific tone.

Materials:

1. Overhead Projector/ Transparencies
2. (or) Elmo
3. Chalkboard/ Dry Erase Board
4. Paper/ Writing Utensils (provided by students)
5. Music Playing Device (CD player/MP3/ computer with CD-Rom Drive)
6. "Cymbeline" by Loreena McKennitt

Strategies:

1. Oral instruction
2. Class reading

Procedure:

1. Read "Cymbeline" as a class from the transparency.
2. Repeat.
3. Listen/read Loreena McKennitt's "Cymbeline."
4. Shape poem worksheets.
5. Create rough draft of shape poems.

Evaluation: Did all students participate in conversation?

Walk around classroom while students are creating rough drafts of shape poems.

Lesson: Shape Poetry
Grade Level: 12
Teacher: Liza Cunnington
Day 8

Focus: Shape Poetry

Objective: Students will be able to create a poem that expresses their thoughts about a specific item or shape.

Standards: 12.4.6- Use language in creative and vivid ways to establish a specific tone.
12.7.5- Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

Materials:

1. Overhead Projector/ Transparencies
2. (or) Elmo
3. Chalkboard/ Dry Erase Board
4. Paper/ Writing Utensils (provided by students)
5. Music Playing Device (CD player/MP3/ computer with CD-Rom Drive)
6. Art Supplies- Construction Paper/ Markers/ Colored Pencils/ Glue
7. “Greensleeves” by Jean-Pierre Rampal

Strategies:

1. Oral instructions
2. Individual work
3. Partner work

Procedure:

1. Listen to Children’s version of “Greensleeves” while reading it on the transparency.
2. Create final copy of shape poem.
3. Share final copy with a partner, as though reading it for a presentation.

Evaluation: Did students complete shape poems?
Did students take the partner time seriously?

Lesson: “Greensleeves”

Grade Level: 12

Teacher: Liza Cunnington

Day 9

Focus: “Greensleeves”

Objective: Students will be able to recognize varied interpretations of the same work.

Standards: 12.3.5- Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions.

Materials:

1. Overhead Projector/ Transparencies
2. (or) Elmo
3. Chalkboard/ Dry Erase Board
4. Paper/ Writing Utensils (provided by students)
5. Music Playing Device (CD player/MP3/ computer with CD-Rom Drive)
6. “Greensleeves” by Loreena McKennitt

Strategies:

1. Class Discussion
2. Oral instruction

Procedure:

1. Play Loreena McKennitt’s version of “Greensleeves” while reading on the overhead.
2. Oral instruction about origination of poem (Henry VIII).

Evaluation: Were students alert for oral instruction?

Do students recognize the effect of another interpretation?

Lesson: Shape Poetry Slam!
Grade Level: 12
Teacher: Liza Cunningham
Day 10

Focus: Oral Poetry Reading

Objective: Students will learn to orally read poetry in front of an audience.

Standards: 12.7.16- Deliver reflective presentations that explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.

Materials:

1. Shape poems provided by students

Strategies:

1. Individual public speaking

Procedure:

1. Students should read their poem as though they are at a poetry slam. The rest of the class should respond by snapping their appreciation.
2. Pass out portions of “Goblin Market” to the perspective groups of students.

Evaluation: Were the audience members listening respectfully?
Did students speak articulately?

Lesson: Group Merriment
Grade Level: 12
Teacher: Liza Cunningham
Day 11

Focus: Poetry analysis

Objective: Students will be able to analyze poems and explain their meaning for an audience.

Standards: 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

12.7.16- Deliver reflective presentations that explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.

Materials:

1. Chalkboard/ Dry Erase Board
2. Paper/ writing utensils (provided by students)
3. Poems for groups

Strategies:

1. Group Discussion
2. Group presentation

Procedure:

1. Small Group Discussion: Poetry analysis.
2. Group Presentation: Each group should explain their interpretation of the portion of "Goblin Market" that they have been given. They should explain how the elements of poetry apply to their poem.

Evaluation: Did students apply terms appropriately?
Did students present information in a proper tone?

Lesson: “The Lady of Shalott”

Grade Level: 12

Teacher: Liza Cunningham

Day 12

Focus: Classical poetry

Objective: Students will understand classical poetry by applying background knowledge.

Standards: 12.3.5- Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions.

Materials:

1. Overhead projector- transparencies
2. (or) Elmo
3. Chalkboard/ Dry Erase Board
4. Possible copies of “The Lady of Shalott”

Strategies:

1. Oral Instruction
2. Class reading

Procedure:

1. Explain background information of Camelot. Students should be able to provide the majority of the information for this portion. Let them remind themselves.
2. The class should begin to orally read “The Lady of Shalott” by Tennyson.

Evaluation: Did all students participate in conversation?

Did students understand the reading? (Ask checkpoint questions throughout reading.)

Lesson: The Lady Still Weaves
Grade Level: 12
Teacher: Liza Cunnington
Day 13

Focus: Classical Poetry

Objective: Students will understand classical poetry by applying background knowledge.

Standards: 12.3.2- Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

12.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

12.3.5 Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions

Materials:

1. Overhead projector- transparencies
2. (or) Elmo
3. Chalkboard/ Dry Erase Board

Strategies:

1. Oral Instruction
2. Class reading

Procedure:

1. The class should continue and finish reading "The Lady of Shalott" by Tennyson.
2. Listen and read along with Loreena McKennitt's "The Lady of Shalott."
3. Discuss the issues of women in society as presented by the poem.
4. Split the class into four groups for debate. Assign positions to each group.
5. Explain the process of debate.

Evaluation: Did students understand the reading? (Ask checkpoint questions throughout reading.)
Do students understand the expectations for the debate?

Lesson: I'm right!

Grade Level: 12

Teacher: Liza Cunnington

Day 14

Focus: Groups should prepare for debate.

Objective: Students will learn to research in order to prepare for an academic debate.

Standards: 12.3.9- Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

12.4.7- Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.

Materials:

1. Notecards
2. Library

Strategies:

1. Group work

Procedure:

1. Remind students what they will need to be researching.
2. Students should find information for the debate in the library.
3. Each group should prepare their individual side of the argument.

Evaluation: Did groups cooperate? Are they prepared?

Lesson: DEBATE!!
Grade Level: 12
Teacher: Liza Cunningham
Day 15

Focus: Debate!

Objective: Students should be able to participate as a group for a debate.

Standards: 12.3.9- Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
12.7.3- Distinguish between and use various forms of logical arguments.

Materials:

1. Notes for debate provided by students.

Strategies:

1. Oral class debate

Procedure:

1. Groups should debate one another for half of the class period.

Evaluation: Did all students participate in conversation?
Were groups appropriately prepared for debate?

Lesson: “She Walks in Beauty.”

Grade Level: 12

Teacher: Liza Cunningham

Day 16

Focus: Poetry

Objective: Students will be able to read poetry at their own level.

Standards: 12.3.5- Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions.

Materials:

1. Overhead projector/ Transparencies
2. (or) Elmo
3. Chalkboard/ Dry Erase Board
4. Paper/ Writing Utensils (provided by students)
5. Video Equipment
6. Television

Strategies:

1. Class Discussion
2. Individual research

Procedure:

1. Play clip of *Vanity Fair* (Lord Byron- “She Walks in Beauty” and Tennyson- “Now Sleeps the Crimson Petal”).
2. Discuss poems by Byron and Tennyson.
3. Finish reading.
4. Visit library. Find a poem that can be memorized for class.

Evaluation: Did all students participate in conversation?

Did students appropriately select poems that they both can read and understand?

Lesson: Emotional beginnings

Grade Level: 12

Teacher: Liza Cunningham

Day 17

Focus: Explaining an emotion

Objective: Students will be able to connect with an emotion that they feel through description.

Standards: 12.3.4- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

12.4.6- Use language in creative and vivid ways to establish a specific tone.

Materials:

1. Chalkboard/ Dry Erase Board
2. Emotional Worksheet
3. Paper/ Writing Utensils (provided by students)
4. Poems (provided by students)

Strategies:

1. Partner
2. Individual writing

Procedure:

1. Practice reading/reciting poem with partner.
2. Emotional worksheet.
3. HW: Finish memorizing poem for presentation tomorrow.

Evaluation: Were students on task when working with a partner?

Did students successfully connect with an emotion on their worksheets?

Lesson: Recite and Create
Grade Level: 12
Teacher: Liza Cunningham
Day 18

Focus: Presentation

Objective: Students should be able to effectively present a poem to the rest of the class with appropriate tone quality.

Standards: 12.7.20- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning.

Materials:

1. Chalkboard/ Dry Erase Board
2. Paper/ Writing Utensils (provided by students)
3. Student should bring Emotional Worksheet

Strategies:

1. Oral Presentation
2. Individual writing

Procedure:

1. Present memorized poem for entire class.
2. Students should begin writing rough draft individually.

Evaluation: Oral Presentation Rubric

Were students diligently working on their poems?

Lesson: Revision
Grade Level: 12
Teacher: Liza Cunningham
Day 19

Focus: Poem revision

Objective: Students should be able to revise their own personal work.

Standards: 12.3.4- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

12.7.1- Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Materials:

1. Paper/ writing utensils (provided by students)

Strategies:

1. Individual writing
2. Group Discussion

Procedure:

1. Students should revise their own rough drafts.
2. Students should create final copy.
3. Individuals should share poems with small group.

Evaluation: Are students satisfied with their final poem product?
Were groups helpful and honest .

Lesson: Personal Poetry Slam!

Grade Level: 12

Teacher: Liza Cunningham

Day 20

Focus: Poetry Reading

Objective: Students will be able to effectively read their own poetry in front of an audience.

Standards: 12.7.16- Deliver reflective presentations that explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.

12.7.20- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning.

Materials:

1. Poems provided by students
2. Teacher's personal poetry

Strategies:

1. Individual public speaking

Procedure:

1. Students should read their poem as though they are at a poetry slam. The rest of the class should respond by snapping their appreciation.

Evaluation: Were the audience members listening respectfully?
Did students speak articulately?

Rubrics



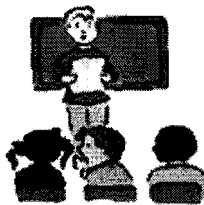
Participation: *From Pop to Poetry*

Name:

Teacher:

	Criteria				Points
	4	3	2	1	
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	_____
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	_____
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	_____
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	_____
				Total---->	_____

Pop to Poetry Presentations



Name: _____ Teacher: _____

Date of Presentation: _____ Title of Work: _____

	1	2	3	4	
Ability to captivate the audience	Unfocused; author seems unsure of direction	Some focus, but lacks continuity	Well focused and interests reader throughout.	Captivates and involves reader deeply.	
Sensory Images	Difficult to visualize image or emotion	Some use of image, idea, or emotion	Clear use of sensory images to portray ideas or emotions	Vivid, detailed images and intensely felt emotion	
Use of Language	Imprecise or inappropriate choice of words	Expresses thoughts marginally	Appropriate choice of language	Uses rich and imaginative language	
Delivery	Mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear	Incorrectly pronounces terms. Audience members have difficulty hearing presentation	Voice is clear. Student pronounces most words correctly	Uses a clear voice and correct, precise pronunciation of terms	
Punctuation	Arbitrary punctuation	Some meaningful punctuation	Punctuation meaningful throughout	Punctuation enhances conveyance of thoughts and images	

Teacher Comments: _____

Poetry Rubric						
Criteria						Points
	1	2	3	4	5	
Organization	Student gets one free point for name and doing the assignment! ☺	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
Required Elements: Rubric, Prewriting, Rough draft with corrections, final copy.	Student does not have assignment completed or missing elements.	Three elements are missing.	Two elements are missing.	One element is missing.	Student demonstrates full knowledge (more than required).	_____
Grammar and Spelling	Work has ten or more spelling errors and/or grammatical errors.	Presentation has no more than nine misspellings and/or grammatical errors.	Presentation has no more than five misspellings and/or grammatical errors.	Presentation has no more than 3 misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	Work is beautifully done.	_____
Total→						_____
Teacher Comments:						

(Sources: "Presentation Rubric Generator" and "Bartko" combined")

Worksheets

Name _____

Date _____

Sub/ Per _____

Shape Poems Poetry

Directions: We are writing shape poems. A shape poem is a poem that about an object or thing. It is written in the shape of that object. Please fill in the blanks that correspond with the questions below.

Pick a shape. (Example: apple, balloon, or tree)

My shape is _____.

The color of my shape is _____.

What are some things that remind you of this shape? _____

This shape makes me feel the emotion: _____

What do you like to do with your shape? _____

What is your first memory of your shape?

Draw a small image of your shape.

Name _____

Date _____

Sub/ Per _____

Fill in the following blanks and answer the following questions.

Pick a basic emotion (ex: happy, sad, grouchy): _____

What are three synonyms for this term? _____

What are three antonyms for this term? _____

What are some varying degrees of this emotion? Name three. _____

Pretend you are trying to explain this emotional term to a young child through soundproof glass. The only way you can communicate with him or her is to show pictures. What would your picture representing this emotion look like? (Draw or describe in the space provided.)

Name three things that cause you to feel this emotion: _____

Name three things that remind you of this emotion. These may be objects, people, situations, or even things from your past. _____

If you were to have a physical response to this emotion, what would that response be?

Do you like this emotion? _____